



School Achievement and Progress List

Conference Call with Superintendents
March 29, 2010

Home > MeCAS > MEA > State and School Results

Updated 9/1/09...sam

Maine Educational Assessments

Maine Educational Assessment (MEA) Scores - 2008-2009 School Year

Note: 2008 - 2009 MEA data are based on 2006 achievement standards and are NOT comparable to 1999-2005 data.

[Press release on 2008-09 MEA Test Score Results for Grades 3 through 8](#)

[MEA 2008-2009, 2007-2008 and 2006-2007 State Summary of Results](#)

MEA 2008-2009 School Results by Grade:

- [Gr 8 MEA School Scores - MS Excel](#)
- [Gr 7 MEA School Scores - MS Excel](#)
- [Gr 6 MEA School Scores - MS Excel](#)
- [Gr 5 MEA School Scores - MS Excel](#)
- [Gr 4 MEA School Scores - MS Excel](#)
- [Gr 3 MEA School Scores - MS Excel](#)

MEA 2008-2009 School Administrative Unit (SAU) Results by Grade:

- [Gr 8 MEA SAU Scores - MS Excel](#)

Note: When downloading Excel files you may receive a security warning. Click "Yes" to continue.

Press Cancel and the download will continue.

TABS at the bottom of each Excel file show the data for each school.

If another format is needed please contact sandra.mckechnie@maine.gov or call (207) 624-6000.

A	B	C	D	E	F	G	H	I	J	K	L	M	N
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science standards were reset in 2009, so this data should not be compared to previous data. Data is reported only for schools with 5 or more students.

- Number of Students in Each Category

E = Exceeds the Standards: 861 - 880 for All Subjects

M = Meets the Standards: 841 - 860 for All Subjects

P = Partially Meets the Standards: 829 - 840 for Reading; 829 - 840 for Mathematics; 831 - 840 for Science

D = Does Not Meet the Standards: 800 - 828 for Reading; 800 - 828 for Mathematics; 800 - 830 for Science

# Tested	#E	% E	# M	%M	# P	%P	# D	%D	SS
14471	2116	15	5443	38	3556	25	3356	23	84

[illegible]

129	Acton Elementary School	1000	Acton School Department	33	3	9	13	39	6	18	11	33	84
214	Adams School	1032	Castine School Department	4									
835	Airline Community School	1284	Airline CSD	4									
130	Alexander Elementary	1001	Alexander School Department	4									
132	Appleton Village School	1004	Appleton School Department	14	5	36	4	29	3	21	2	14	84
593	Ashland Community High School	1226	MSAD 32	26	3	12	8	31	12	46	3	12	84
737	Athens Elementary School	1253	MSAD 59	11	0	0	5	45	2	18	4	36	84
144	Auburn Middle School	1007	Auburn School Department	239	32	13	87	36	51	21	69	29	84
170	Bath Middle School	3152	RSU 01	139	14	10	38	27	42	30	45	32	83
809	Bay Ridge Elementary	3136	Cutler School Department	7	2	29	2	29	3	43	0	0	85
173	Beals Elementary School	1014	Beals School Department	7	2	29	2	29	2	29	1	14	84
822	Beatrice Rafferty School	1272	Pleasant Point	9	0	0	3	33	2	22	4	44	83
333	Beech Hill School	1125	Otis School Department	11	5	45	4	36	1	9	1	9	85
176	Biddeford Middle School	1016	Biddeford School Department	194	15	8	77	40	48	25	54	28	83
179	Blue Hill Consolidated School	1017	Blue Hill School Department	25	7	28	14	56	4	16	0	0	85
495	Bonny Eagle Middle School	1200	MSAD 06	288	20	7	87	30	94	33	87	30	83
832	Boothbay Region Elem School	1281	Boothbay-Boothbay Hbr CSD	60	11	18	29	48	13	22	7	12	84
185	Brewer Middle School	1021	Brewer School Department	106	10	9	44	42	32	30	20	19	84
188	Bristol Consolidated School	1023	Bristol School Department	26	3	12	12	46	6	23	5	19	84
189	Brooklin School	1024	Brooklin School Department	6	1	17	0	0	3	50	2	33	83
190	Brooksville Elementary School	1025	Brooksville School Department	7	3	43	3	43	0	0	1	14	85
342	Bruce M Whittier Middle School	1133	Poland School Department	65	11	17	28	43	14	22	12	18	84
195	Brunswick Jr High School	1026	Brunswick School Department	221	44	20	71	32	48	22	58	26	84
622	Buckfield Jr-Sr High School	1233	MSAD 39	52	4	8	27	52	10	19	11	21	84

CRITICAL READING RESULTS

Test Date: May 2009
SAU: Bangor School Department
School: Bangor High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses to state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)

2006-2007
2007-2008
2008-2009
Cum.Total*

36
42
40
118

11
13
13
12

32
40
40
112

11
15
15
13

1168
1184
1339
3691

8
8
9
8

Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)

2006-2007
2007-2008
2008-2009
Cum.Total*

158
138
150
446

47
43
50
47

143
125
132
400

48
45
50
48

5714
5885
5897
17496

38
40
40
40

Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)

2006-2007
2007-2008
2008-2009
Cum.Total*

99
86
76
261

30
27
25
27

86
65
60
211

29
24
23
25

4728
4093
4169
12990

31
28
28
29

Does Not Meet the Standards – The student's work demonstrates a limited ability to read

Student Achievement & Progress

ACHIEVEMENT NUMBER

- Average percent meeting and exceeding in reading for all grades tested at a school.
That is, grades 3-8 and grade 11.
In a K-5 school, that would be grades 3, 4, and 5.
- Then take the average percent meeting and exceeding math for the same grades.
- Now average the two.
- Do this for each of the past three years

Your Town Elem School (K-5) ACHIEVEMENT

	Average Rdg Proficiency Grades 3-5	Average Math Proficiency Grades 3-5	Combined Proficiency Grades 3-5
06-07	48%	38%	43%
07-08	44%	40%	42%
08-09	51%	43%	47%
3 Yr Ave	--	--	44%

Student Achievement & Progress

PROGRESS NUMBER

- Take the change in Achievement (proficiency) from 06-07 to 07-08
- Add the change in Achievement (proficiency) from 07-08 to 08-09
- To get a cumulative percentage increase

Your Town Elem School (K-5)

PROGRESS

	Combined Proficiency Grades 3-5	Change
06-07	43%	
07-08	42%	-1%
08-09	47%	+5%
Net change		+4%

Maine Definition of Persistently Lowest achieving schools:

Maine defines “persistently lowest-achieving schools” as those schools ranking the *lowest, based on a three year average of proficiency in Reading and Math* combined from 2007-2009, and *also demonstrating a level of progress* less than the median rate of progress of all schools ranked. The level of progress is determined by calculating the change in the yearly averages for proficiency in Reading and Math from 2007 to 2008, 2008 to 2009. This definition will be used to generate a list of schools identified as Tier I or Tier II schools eligible for school improvement funding through the Title I School Improvement Grants (SIG) program authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Schools will be considered for eligibility under two categories, designated as Tier I and Tier II as follows;



Tier I schools are defined as any Title I school in improvement, corrective action, or restructuring that —

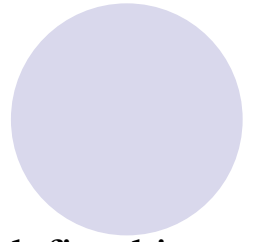
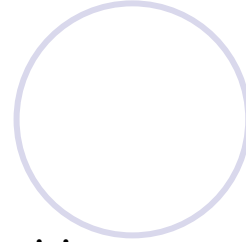
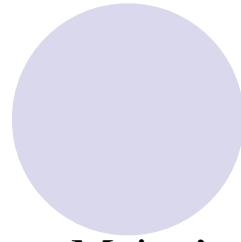
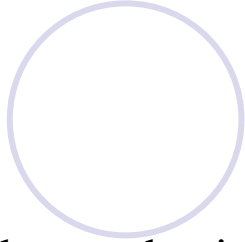
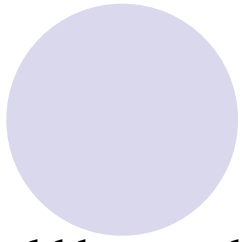
Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years;

Tier II schools are defined as any secondary school that is eligible for, but does not receive, Title I funds that —

Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.



It should be noted that graduation rates, based on Maine's transition rate as defined in 34 C.F.R. § 200.19(b), have been reviewed and there are currently no secondary schools having a graduation rate less than 60% over a number of years.

Reviewing and Identifying Persistently Low-Achieving Schools

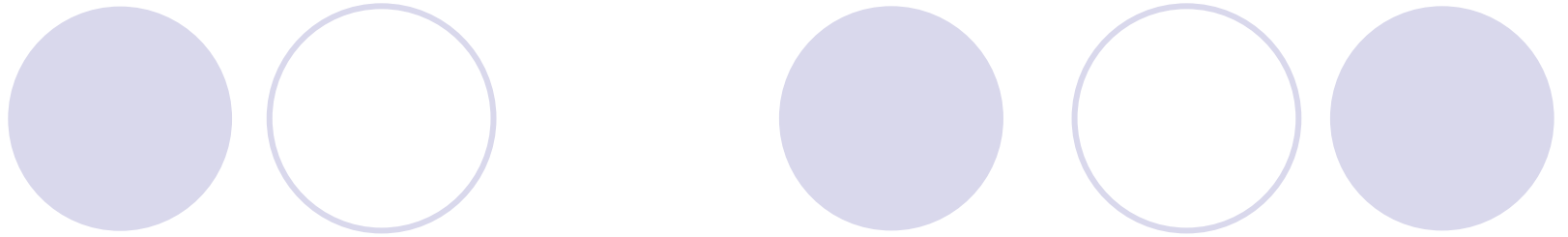


1. Examine **ONLY Tier 1** schools (about 44 schools out of 650+)
2. Eliminate from review any school with greater than state median progress (4.18%)
3. Choose the 5 with the lowest achievement.

Reviewing and Identifying Persistently Low-Achieving Schools



1. Examine ONLY Tier 2 schools (54 schools out of 650+)
2. Eliminate from review any school with greater than state median progress (4.18%)
3. Choose the 5 with the lowest achievement.



These and other materials
and the complete list
will be available
(Tuesday morning)
at...

www.maine.gov/education/progress/